



One Goal, One Community: Program Development and Research Results from Bond's International Anti-Bullying Program

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One Goal, One Community: Program Development and Research Results from Bond's International Anti-Bullying Program



BACKGROUND

Since its launch in April 2010, Bond University's 'One Goal, One Community' anti-bullying initiative has touched the lives of more than 50,000 people, grown to include program partners on two continents, involved 31 schools and community-based organisations from across five Australian states and the ACT, and has been lauded by the international press for its success.

The program is designed to provide information to students and the wider community and to encourage action in terms of people taking a stand against bullying in a safe and informed way. During 2011-2012, the program was extended to include research projects at both the secondary and tertiary school levels.



QUOTES FROM COMMUNITY PARTNERS

"It makes me proud that my school is doing the 'One Goal, One Community' program. We are all working together to get rid of bullying and that is a really good thing. I now know that just smiling at someone or sitting down next to them to have lunch can help. It's easy to be a defender. Everyone should be one".

-Mariel U'Ren, a nine year old Year 4 student from St. Andrew's Lutheran College in Tallegbudgera, Queensland

"The 'One Goal, One Community' program, while contributing to the school's stand against bullying and violence, has highlighted that it is a whole of community responsibility. It takes a whole village to raise a child and a whole community to stop bullying and associated violence".

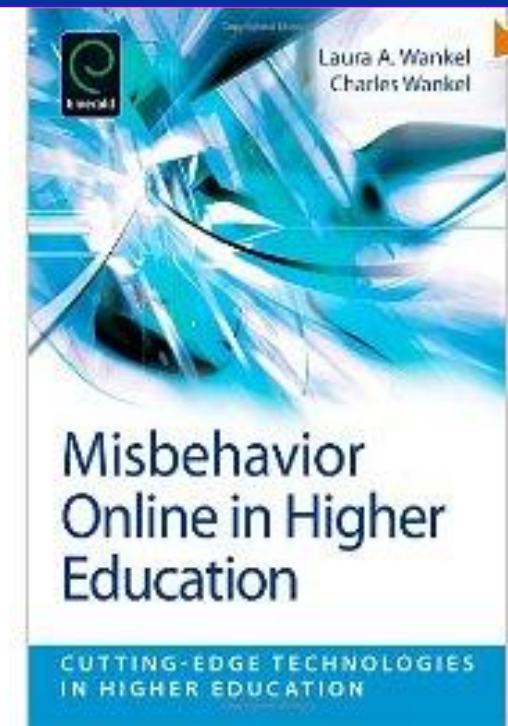
-Mr. Ed Marconi, Principal, Palm Beach State School, Queensland

"The One Goal:One Community Program was important in helping to raise the collective consciousness of the school community to the issue of bullying. It helped to empower our students to take a stand against it".

-Mr. Tim Kotzur, Principal, St. Andrews Lutheran College, Tallegbudgera, QLD

INVOLVED RESEARCHERS & PUBLICATION

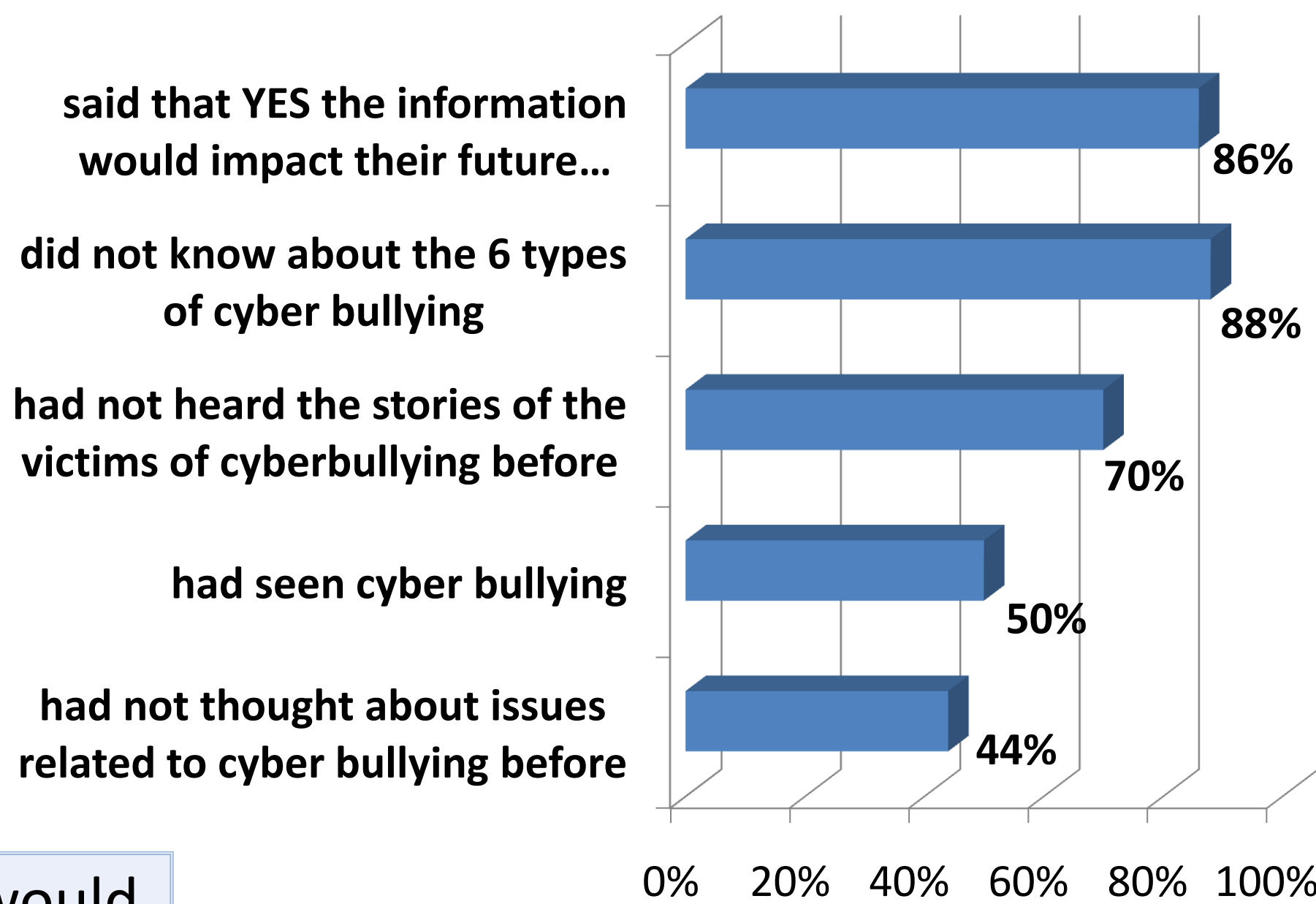
Dr. Amy L. Kenworthy (Professor of Management)
Dr. Jeffrey Brand (Professor of Communication and Media)
Dr. George Hrivnak (Assistant Professor of Management)
Dr. Dee Bartrum (Clinical Psychologist)



TERTIARY CYBER BULLYING RESEARCH PROJECT

Given the importance and relevance of the topic of cyber bullying to university students, the participating "One Goal, One Community" students were asked to do a series of presentations to their student colleagues across three classes. Each of the university students who listened to a presentation (project members as well as non-project members) was invited to voluntarily respond to a series of pre- and post-presentation questions about their knowledge of what cyber bullying is, the numerous forms it takes, and what can be done to reduce it.

Project members were asked to reply about their pre-existing knowledge before the project began at the start of the semester ten weeks prior to the presentation. Following the presentation, the university students were asked to respond to a set of post-presentation questions. Results from the responses of 66 participating university students across three classes regarding knowledge prior to and behavioural intention following the presentation are as follows (see bar chart right):



Tertiary students' qualitative responses to ways in which this information would influence their online behavior fell into four different, yet related categories:

- (1) **Becoming more sensitive, alert, and responsive to potentially hurtful online communications** (e.g., "I need to remember the feelings of others," "when I see someone being harassed, I will speak up," and "be on the lookout for people who bully and take a stand").
- (2) **Considering behaviours specific to individual commercial services** (e.g., "I will think twice before tweeting" and "I will more carefully read YouTube comments to see how common this is and what I can do about it").
- (3) **Sharing anti-cyber bullying oriented information with other people** (e.g., "I will inform others about these issues" and "be more aware of how friends talk about other people and talk to them about this when I see something wrong").
- (4) **Reflecting upon their own tendencies to engage in online information sharing** (e.g., "I need to remember never to share private information online," "try to limit the things I say in online environments," and "rethink the possible implications of everything I say on a global networking site before I write them down").

SECONDARY SCHOOL RESEARCH PROJECT

We started with 2,040 responses across four partner schools. We deleted survey responses where there was no corresponding pre (n=321) or post surveys (n=865) (i.e., students who did not complete both) taking us to 854 completed pre and post matched responses from three partner schools (at one school no post program data were collected).

For knowledge items, we coded responses as either completely correct or incorrect, there were no partially correct responses. We used compute variable to sum the total number of correct responses on the knowledge questions (Q1-10) for both the pre and post surveys. We then paired samples t-test to compare the means. Pre test mean= 4.9 (n=854, sd= 2.1), post test mean 5.7 (sd 2.3), t=-10.33, degrees of freedom= 853, p<.001 indicating **a significant knowledge change across pre and post program data – students learned from the One Goal, One Community program intervention.**

With one partner school, we additionally asked the question "have you seen any bullying take place during the past 12 months?" Following the deletion of missing data our final sample size was n=293.

75.5% of students responded yes they had seen bullying within the last 12 months. When asked which of the types of bullying they had seen, responses were (see bar chart right):

In terms of knowledge about bullying, on the pre test there was a significant difference between males and females: t=-3.27, df=840, p<.001. Following the intervention, these differences were eliminated t=-1.73, df=840 **levelling the knowledge gap between males and females about both what bullying is and the variety of ways to prevent it.**

Percent of Students Witnessing Bullying Types During Past 12 Months

